

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Julianna Meyer Daly

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Saint Agnes School

(As it should appear in the official records)

School Mailing Address 1800 Newburg Road

(If address is P.O. Box, also include street address.)

City Louisville State KY Zip Code+4 (9 digits total) 40205-1497

County Jefferson State School Code Number* _____

Telephone 502-458-2850 Fax 502-459-5215

Web site/URL http://www.stagneslouisville.org E-mail jdaly@stagneslouisville.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Ms. Leisa Schulz

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: lschulz@archlou.org

Other)

District Name Archdiocese of Louisville Tel. 502-448-8581

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Michael Jury

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 11 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	22	21	43
1	22	17	39
2	25	21	46
3	23	23	46
4	23	25	48
5	19	27	46
6	19	26	45
7	20	30	50
8	27	23	50
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	200	213	413

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 93 % White
 - 1 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1	413
(5) Total transferred students in row (3) divided by total students in row (4)	0.010
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Nepali, Italian
8. Students eligible for free/reduced-priced meals: 5 %
 Total number students who qualify: 21

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 9 %
35 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>14</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2005

PART III – SUMMARY

St. Agnes School is a K-8 Catholic elementary school located in an urban neighborhood of Louisville, Kentucky. The vision statement of the school states: "We commit to building upon the rich traditions of faith, community, and educational excellence that have come to define St. Agnes School. We make this commitment so that current and future generations of St. Agnes students will have a rich elementary school experience, rooted in Gospel values and Catholic tradition, to prepare them for future educational opportunities and for life." St. Agnes School is celebrating its centennial this year. In researching the school's beginnings, it is clear that the founders intentionally worked to build a school based upon faith, community, and educational excellence.

At this historic milestone there is renewed commitment at St. Agnes to ensure that these traditions will continue to evolve in ways that reflect current best practices. There is a commitment to develop the resources to ensure that no family will be excluded because of financial need. There is a commitment to grow in understanding of individual learning styles and needs so that all St. Agnes students become confident lifelong learners.

The commitment to growth is evident in the faculty's average of 30.3 hours of professional development during 2012-2013. Faculty Study groups working collaboratively to address school-wide goals are an essential part of the culture of St. Agnes. The School Board and PTO strongly support the commitment to continuous growth, ensuring that teachers have access to resources they need and providing staffing sufficient to address student needs.

A challenging curriculum and a wide variety of extracurricular activities help all students reach their potentials. The library/media center is the hub of the school; the librarian and the technology coordinators act as resources to the rest of the faculty and facilitate cross-curricular planning. Special Needs Coordinators work with teachers to support students both within the classroom and also on a pullout basis.

Technology has been an integral structural element of the academic program at St. Agnes for many years, but this year a new initiative has brought 1:1 iPad technology to 7th and 8th graders and additional shared iPads for use in other grades. This new initiative has been accompanied by extensive professional development and work in professional learning communities to learn how to most effectively use this new technology. All classrooms are equipped with ceiling mounted projectors and several desktop computers; all K-6 rooms have Smart Boards. The 6th grade students have laptops that provide a ratio of 1:2 for these students. Document Cameras are used frequently, particularly in primary classrooms. While the Computer Lab continues to be used for skills instruction, research, and product creation, it seems clear that the future of technology at St. Agnes lies in more devices seamlessly embedded in daily classroom instruction.

The education of St. Agnes students is infused with Christian principles, including service at every grade level. Each grade has a unique stewardship focus; at the end of nine years, students have learned about many facets of their community. First grade students focus on people who are elderly. They learn about the needs of elderly people, and frequently walk to a nearby residence for parties and games with the senior citizens. Sixth grade students have refugee speakers who have recently settled in the Louisville community. Students also earn their own money to buy items for welcome baskets for refugee families new to Louisville.

All elements of St. Agnes School have the common goal of promoting student achievement. Multiple indicators confirm students are achieving at significantly high levels. Every year, Terra Nova scores have qualified the school in terms of Blue Ribbon requirements. More than 70% of St. Agnes graduates at reporting high schools were on the Honor Roll last year, including some who required significant support during their elementary years. Each year, more St. Agnes graduates test out of Algebra I and Spanish I in high school. And, although not quantifiable, teachers at multiple high schools regularly report that they can quickly identify St. Agnes graduates because of their academic confidence.

Deeply rooted in rich traditions of faith, community, and academic excellence, the St. Agnes community has a determination to grow and address ever-changing needs. The school is blessed with strong leadership in its faculty and administration, its School Board, and among its parents. The best interests of students are at the heart of every decision. The shared vision for the next 100 years is one that firmly builds the spiritual and educational foundations children need to become community, church, and global leaders who are lifelong learners and able to adapt to the unknown frontiers that await them.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Standardized test results at St. Agnes are consistently high. Every year and with every class, approximately 2/3 of the students' achievement on these tests places them in the top quartile nationally. It is rare that a St. Agnes student places in the lowest quartile. St. Agnes scores are always above the average, both nationally and as compared to the larger district, the Archdiocese of Louisville. St. Agnes also consistently qualifies to apply for Blue Ribbon recognition. These, then, have become the expected levels of performance in this school environment.

The focus, of course, is maintaining this high level of achievement, but equally important is monitoring the performance of individual students. Each student's achievement in relation to his/her ability, as reported in the CSI (Cognitive Skills Index), is closely studied. If there is a significant negative difference between a student's ability and achievement, teachers closely analyze the data to determine and act upon the particular areas in which greater support, and possible intervention, is required for individual students.

To maintain this high level of student achievement, support systems are in place to assist teachers in the teaching/learning process. All teachers new to St. Agnes are mentored; veteran St. Agnes teachers share the general institutional knowledge and best instructional practices that are currently in use at the school. There is recognition that a unified philosophy and general methodology provide for smooth transition between grade levels and facilitates ongoing scaffolding of instruction. The St. Agnes faculty works very intentionally to maintain the high student achievement which translates to high standardized test scores. These scores provide a barometer for educational effectiveness in relation to individual student achievement.

b) There have been no significant gains or losses in performance trends on standardized testing at St. Agnes in recent years. Analysis of Scale Scores shows that achievement in every subtest increases with every group of students as they move through each testing cycle. The levels of achievement of students are consistently high, and the challenge has been to maintain that level of achievement. Nevertheless, there is information that has been gleaned from the study of test results that is impacting instructional decisions in an ongoing way.

One such example involved test results of the 7th grade students in the 2011-2012 year and looking back to the results of these students as 5th graders and as 3rd graders. This class consistently had scores that were above the St. Agnes norms. This outstanding academic talent was verified in the Duke Talent Identification Program; three students received national recognition and 16 others received state recognition during their 7th grade year. The multiple reports of high academic performance across the years clearly communicated to teachers that this class needed to be challenged beyond the usual rigor provided to all St. Agnes students. The same indicators seem to be present for the class that was in 3rd grade during 2011-2012. Scores for these students will be closely evaluated during the 2013-2014 testing, but teachers have already been working to ensure that there is sufficient challenge offered to the multiple high achievers in this group of students.

The same kind of differentiation is being provided to current 4th grade students whose 3rd grade Reading scores were slightly lower than the previous class. Teachers have structured Reading class to include individual assessment of students' comprehension in relation to their choice reading books. The goal of this initiative is to allow all students to progress as quickly as possible in relation to comprehension, vocabulary, and fluency.

Analysis of St. Agnes Terra Nova results over time led to recognition of a relative weakness in the area of vocabulary. A faculty study group was formed to study vocabulary instruction. The group made recommendations for ways in which the faculty could improve vocabulary learning through a comprehensive plan of embedding vocabulary instruction in content areas across the curriculum. These recommendations became part of the School Improvement plan and included use of particular strategies for instruction, such as the Frayer model, in addition to the adoption of vocabulary texts in Grades 4-8 based on teaching of Greek and Roman roots.

A final example of response to performance trends on the Terra Nova test is occurring in relation to math achievement. Fifth grade students displayed a relative weakness in the area of probability and statistics. Math teachers worked with the Assistant Principal to vertically align the math curriculum, deciding which topics would be studied in depth at certain grade levels to foster deeper understanding. To ensure that students grow in conceptualization of math, teachers have put greater emphasis on using formal math vocabulary, keeping math notebooks, and having students regularly draw diagrams and construct models of word problems.

Results of Terra Nova tests are now being reported electronically, allowing classroom teachers to more easily analyze data and drill down to the individual student level. A core group of St. Agnes teachers took the lead in exploring the new capacities in this online reporting. These teachers then trained other faculty members and continue to help them use the data available to them. Standardized testing has become much more than a yearly report card at St. Agnes. It is now being used throughout the year in curriculum design that enables all students to achieve at high levels.

2. Using Assessment Results:

Understanding the potential of assessment not only in reporting student achievement, but also in shaping instruction and improving student performance, has been one of the areas of growth for St. Agnes teachers. Teachers now clearly understand the difference between formative and summative assessments and recognize that effective instruction necessarily includes both. They also understand that assessment must directly mirror objectives that have been presented to students. They have become increasingly skilled in designing alternate forms of assessment for students who cannot effectively show what they know in a traditional paper and pencil format. Assessment results are shared with students and their parents, and, if students have not demonstrated mastery, teachers are committed to re-teaching and further assessment.

Reporting achievement results is done by sending assessments home for parent signatures. Teachers call to talk to parents if they have areas of concern or see significant changes in performance. Regularly scheduled conferences with all parents are held midway through the first and second trimesters. At these student-led conferences written progress reports are provided to parents. Goal-setting is an important part of these conferences, with great effort made to determine goals that can be measured and observed. Report cards have been revised, after a year of study and work, to provide parents and students with more specific feedback through individual comments regarding areas of strength and areas that need focused attention.

Middle School students take mid-year and final exams. The objective of these exams is to help students learn the process of organizing a larger body of material for study, thereby preparing them for the high school experience. The exam grades are reported apart from the report card so that these initial exam experiences are not reflected on permanent records. Although the exams count as significant test grades, they are largely formative in purpose.

St. Agnes uses three nationally standardized assessment instruments. All are administered as part of the Archdiocesan protocol and permit comparison of individual school results with Archdiocesan results, as well as national norms. The Terra Nova test is administered to students in third, fifth, and seventh grades. St. Agnes maintains long-term statistical comparisons of its own results and local results as compared to overall Archdiocesan results. It also tracks its own results for a particular grade level over time. Results of the Terra Nova test, along with a letter of basic explanation of statistical measures, are provided to parents each year.

Teachers and administrators study these results to determine areas of relative weakness. In the past, after noting that a subset of third grade students had particularly low word analysis scores, the school adopted the Wilson Reading curriculum to provide select primary students with intensive remedial sessions. All reading teachers in Grades K-3 began to use the same key words for certain sounds and to prompt students in the same way. Similarly, study of math scores indicated that more intensive work on problem-solving would be beneficial. New math texts were chosen based largely on their problem-solving approach. With the on-line reporting of Terra Nova scores that began with the 2011 testing, teachers have the capability to analyze students' scores with greater precision and even more importantly, to use this information to guide instruction and curricular decisions.

Results of the ACRE tests of religious knowledge are reported by classes and not by individual students. Teachers in both grades tested and the grades that precede them are provided with the results of the ACRE tests in order to know which areas they need to teach differently or more intensely. The most recent standardized test adopted by Archdiocesan schools is the Acuity Algebra testing program. The seventh grade pre-test is used for placement in eighth grade Algebra classes, and the eighth grade post-test is used to analyze overall student achievement and effectiveness of instructional practices in relation to particular Algebra standards.

Standardized testing is also used in relation to computer skills. Each trimester Middle School students take tests of their word-processing speed. Results appear on report cards along with the target speed for that grade level. Seventh and eighth grade students also take online tests that report skills in relation to various technology benchmarks. This information allows teachers to ensure that all students are progressing toward ISTE national technology standards.

The intersection of greater understanding of the process of assessment among St. Agnes teachers and the opportunities that technology is providing to analyze data is opening new doors. Creating an environment in which students can learn and building relationships with each student will always be an art, but St. Agnes teachers now have even more opportunities to engage in the science of teaching. Teachers have intentionally studied the effective use of data and are committed to continuous growth in this area.

3. Sharing Lessons Learned:

St. Agnes teachers recognize both their responsibility to engage in professional sharing and the opportunity for growth that this presents. This culture of sharing is nurtured at the school level through professional learning communities. Some PLC's are topical; others are based upon grade-level units. PLC's have been especially helpful in aligning improvement efforts with school-wide goals and allowing teachers to support each other in the acquisition of new technology and instructional skills.

A second level of sharing occurs at the Archdiocesan level through Teacher Exchange groups, through the Summer Institute of Professional Development, and through Curriculum Development committees. Multiple St. Agnes teachers have been presenters for the Exchange Groups and for the Summer Institute which bring together educators from many schools and disciplines. The St. Agnes librarian, for example, is a regular presenter at the Summer Institute; her topics have included creating a culture of reading and engaging reluctant readers. Sometimes the sharing occurs at the request of another principal. Spanish teachers from other schools have visited to learn about TPR and TPRS (Total Physical Response and Teaching Proficiency through Reading and Storytelling), techniques used successfully at St. Agnes. Kindergarten teachers have hosted visitors to demonstrate their use of literacy centers. St. Agnes teachers regularly volunteer to serve on Archdiocesan curriculum committees; one primary teacher was part of the committee that worked this past summer to align the Archdiocesan Language Arts curriculum with the Common Core Standards. She was also part of the team that presented this work to primary teachers from all Archdiocesan schools.

Active participation in professional sharing at the local level has resulted in opportunities for St. Agnes teachers at regional and national levels. The St. Agnes technology teacher presented her experiences with Scratch software at two regional conferences. The art teacher regularly engages in collaborative projects with other art teachers; these teachers have been joint presenters for the past six years at the NAEA (National Association of Educators of Art) Convention.

In addition, St. Agnes teachers recognize their responsibility to mentor a new generation of teachers. Bellarmine University pre-service students are assigned during the first semester of every year to assist in St. Agnes classrooms and to journal about their experiences. Whether it is with peers or aspiring educators, St. Agnes teachers recognize that excellence in education occurs only through ongoing and open professional dialogue.

4. Engaging Families and Community:

The school year at St. Agnes begins with the matching of new St. Agnes families with host families to help them become involved in the school community. Through personal connections, new parents learn that attendance at PTO meetings is the norm and not the exception. Parents learn of the wide range of volunteer opportunities, including vital help in the cafeteria and on the playground. Veteran parents explain how the development of rich personal relationships between teachers and parents occurs as a byproduct of these volunteer commitments. Parent-teacher relationships are further strengthened at the twice yearly Parent-Teacher-Student conferences. Attendance at these conferences is always 100%. If parents are unable to attend on assigned days, teachers do whatever it takes to find an alternate conference time.

The commitment to build strong relationships with families depends on multi-pronged communication. Most St. Agnes communication occurs electronically; however, parents who prefer paper copies of correspondence have that option. An extensive letter from the principal, with related postings, is published bimonthly. All teachers have class pages on Edline. In primary grades, a weekly newsletter, containing information about special events and projects, is posted. In intermediate grades and middle school, postings for students and parents include rubrics and project information.

In addition to the essential roles of parents in the St. Agnes community, they are also critical links to the larger community. The success of the stewardship program at St. Agnes is due to the leadership of Parent Partners who break open the focus of each grade level, such as “People who are Homeless” and “People who are Refugees.” They do this by recruiting speakers and arranging for service activities. Other parents have arranged opportunities for career exploration. A group of twelve students recently spent the day at the University of Louisville Health Sciences Center; they spent time in cancer research labs and were able to manipulate robotic arms used in surgery.

St. Agnes has recently enrolled students from several refugee families; the school community has helped these families with both financial and material needs. In one case, parents not only provided transportation for the child until the family could move closer to school, but they also located a house for the family and a job for the father. Relationships with these families have been rich experiences for all involved; they are certainly one way St. Agnes is preparing students for the global community in which they live.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The St. Agnes curriculum is based on national standards and aligned with the Archdiocesan Curriculum Framework. The curriculum is rigorous and intended to prepare all students to succeed within the college preparatory or honors level tracks at the high schools they attend. The integration of 21st century skills and the Common Core Standards have been the focus of ongoing efforts to ensure that the curriculum at St. Agnes is relevant and challenging for all students.

Middle School students have semester exams; teachers focus on process and organization to prepare students for high school. St. Agnes alums regularly report gratitude for this preparation as they negotiate high school exams for the first time.

Language Arts, consisting of Reading/Literature, Grammar, Writing, and Spelling/Vocabulary, are taught as an integrated whole from K-8. A detailed explanation of the Reading program is included in Part V, 2A. Literature is the starting point for writing activities; students learn to write in many genres. Grammar is taught in the context of writing. Spelling and vocabulary development in the early grades combine the use of texts with literature-based word walls and activities. Grades 4-8 use an approach based on Greek and Roman roots.

Mathematics instruction targets both reasoning and computation, with emphasis on real world application. Students of all ages use manipulatives to increase their understanding. All 8th grade students take Algebra I. A more detailed explanation of the Mathematics program is included in Part V, 3.

The K-8 Science curriculum emphasizes the scientific method, lab-based discovery experiences, reflection on what has been observed, and use of technology resources. All Science teachers include STEM activities to help students become aware of professions that will impact the future.

Teachers of Social Studies provide students with a framework for understanding the geography, history, economics, and political structure of the complex world in which they live to prepare them to be effective global citizens. Current events are a focus, particularly in regard to social justice issues.

The faculty and the PTO together ensure that all St. Agnes students have significant experiences in the Visual and Performing Arts. Every student has weekly art and music classes. The Arts Program is further explained in Part V, 4 – Additional Curriculum Area.

The Physical Education/Health/Nutrition curriculum emphasizes healthy practices and decisions, including cardiovascular workouts, skill development, cooperative games, dancing, team sports, and instruction related to nutrition, smoking, and drug and alcohol abuse. Primary students participate in Minds-in-Motion, a series of stations that promote sensory integration and coordination.

Spanish is an essential part of the curriculum. The program includes conversation, songs, games, culture, and vocabulary and grammar development. Classes are taught with the TPR and TPRS methods (Total Physical Response and Teaching Proficiency through Reading and Storytelling). Seventh and eighth grade students read Spanish novellas and have related literature discussions using their Spanish language skills. St. Agnes School is in compliance with the program's foreign language requirements.

The Technology program's goals are to develop skills and teach responsible use. All students have lessons in safe, ethical and responsible use of technology. Intermediate students have lessons in "Scratch," a programming language developed at MIT; they also work with Lego Mindstorms robots. Seventh and eighth grade students have personal iPads for school and home use. These limited, monitored, and filtered devices have teacher-selected curricular and organizational apps that complement the curriculum and prepare students to learn in classrooms without walls.

The St. Agnes curriculum, supplemented by field trips, community speakers, and extra-curricular activities, offers a comprehensive education that equips students with 21st century skills of communication, collaboration, innovation, and problem solving and prepares them to be lifelong learners and contributing citizens.

2. Reading/English:

St. Agnes teachers take very seriously their responsibility to teach children to become confident and competent readers. They know that this task, when done well, opens doors of opportunity and can change lives. In K-3 a large part of every day is spent on the literacy skills of phonological awareness, phonics, comprehension, spelling, vocabulary, and composition. A daily rhythm of whole class instruction/practice, small group work, and review and reinforcement with more whole group work is used to methodically and comprehensively teach skills.

All instruction takes into account the variability of reading skills. Texts are available at different reading levels, all of which focus on the same unit themes and skills. Literacy centers with differentiated activities foster growth in skills through exploration and individual practice.

Reading in Grades 4-8 includes rich experiences in literature through the use of anthologies and class novels while also emphasizing the skills required to effectively read non-fiction materials, as challenged in the Common Core Standards. Developing students' reading comprehension, analysis, and self-reflection skills occurs in all curricular areas. Book Bee is a favorite extra-curricular activity at St. Agnes. Teams of 4th-8th grade students read multiple books and compete against other schools to demonstrate deep understanding of these books.

The St. Agnes librarian is a full partner with classroom teachers in working to develop eager student readers. She introduced the term "Just Right Books" to the St. Agnes culture and ensures that every K-8 student has a self-selected and appropriately leveled reading book at all times. Time is set aside daily in each K-8 classroom for STAR (Students and Teachers All Read).

Recognizing that familiarity is important as emergent readers make book choices, the librarian introduces genres, authors, and series to primary students during their weekly library visits. She helps seventh and eighth graders select books to share with K/1 Little Buddies each month. Young readers respond to these invitations and repeatedly seek out books from particular series or by a particular author.

Primary students at St. Agnes become strong readers because of rich classroom instruction and because they grow up in an environment that values reading. Kindergarten students sit in the Kiva area in the library transfixed by read-alouds, while at other times eighth graders sit in the same area, fully engrossed in a choice book. The gift and value of reading is shared and passed on each day at St. Agnes.

3. Mathematics:

The goal of Mathematics instruction at St. Agnes is to empower students to think and problem solve in mathematical terms. The Archdiocesan Curriculum Framework, based on Common Core Standards, provides conceptual direction and ensures continuity. Teachers use a wide variety of print, manipulative, and online resources to develop and present their units of instruction.

All curricular units are written to include concept development, number sense, skill practice, and problem-solving. Simple Solutions practice books are used in grades 2-7 to provide ongoing review and memory work related to foundational skills. The Frayer vocabulary model is used in math classes as part of a school-wide effort to build content area vocabulary. Students from 4th-8th grades keep math notebooks that include content vocabulary, concept maps, skill work, examples, non-examples, and reflections related to math lessons.

Teachers use many approaches to support the development of conceptual understanding and routinely connect mathematical knowledge to the real world. Hands-on-Algebra systematically allows 5th graders to build a foundation for subsequent work in algebra. Students confidently work with desktop pawns to execute “legal moves” that establish the basis for balancing equations. Other tools used include Singapore model drawing, graphing calculators, spreadsheets, graphs, and the National Library of Virtual Manipulatives.

All 8th graders take Algebra I; a greater number of St. Agnes students each year test out of that course in high school. In the past two years, 69% of all St. Agnes eighth graders achieved high mastery on a nationally standardized Algebra I exit test; all other eighth graders, including those who needed additional support throughout their elementary years, showed moderate mastery. Middle School students are also coached for participation in Math Counts and other interscholastic competitions.

Small group and individualized instruction, as well as technology resources, are used to address identified weaknesses in math skills and provide challenge for students who achieve at levels beyond that of most of the class. Teachers in two grade levels are utilizing individually paced web-based programs that provide immediate assessment and permit work at school or home. Analysis of students’ growth will determine expansion of this initiative.

Strong collaboration among math teachers and ongoing evaluation of current instructional practices have resulted in deeper mathematical learning for St. Agnes students. Emphasis on thinking in mathematical terms and individual adaptations to match learning styles have brought about greater fluency in students’ mathematical language and increased confidence in their problem-solving abilities.

4. Additional Curriculum Area:

At a time when many schools find it difficult to sustain arts programs, St. Agnes maintains a strong commitment to this curriculum area. There is recognition of the opportunities the arts provide for students to develop their human capacities, as well as 21st century skills of creativity, collaboration, and communication. From Kindergarten on, students have weekly classes in art and music, exploring each from a multi-cultural perspective. Music includes not only vocal lessons, but also learning how to play Orff instruments, drums, and recorders in ensemble and as a whole class.

Students have extracurricular options in the arts that include two vocal choirs, a handbell choir, Art Club, and Drama Club. Alums of the Drama program go on to play prominent roles, both onstage and behind the scenes, in high school productions; these students proudly cite their St. Agnes beginnings.

The PTO makes support of the Fine Arts one of its priorities. It has provided the human and financial resources to publish collections of creative writing pieces by St. Agnes students. The PTO also funds the Drama program and a Resident Artist initiative each year. Resident Artists have included authors, a poet, a sculptor, a fabric artist, a World Drummer, and a folkdance professor. Students are prepared in advance of Resident Artist visits so they may benefit as fully as possible from exposure to these artists’ perspectives and invitations to new expressions of art.

For the past three years, St. Agnes eighth graders have participated in trimester arts electives. These electives have included Sculpture, Composing, Animation, Robotics, Advanced Drawing and Painting, Puppetry, World Drumming, Fiber Arts, Video Production, Vocal Music, Creative Dramatics, and Photography. Classes are limited to 12 or 13 students to allow for deeper exploration and different types of experiences than in earlier arts classes. Teachers have invited community members and parents with particular areas of expertise to join them as co-teachers.

There are many times throughout the school year when students are given the opportunity to share their creativity. At the end of each trimester, eighth graders come together to share the creative products from their Arts Electives. Seventh and eighth grade Big Buddies are invited to watch their Kindergarten and first grade Little Buddies in various performances. This wide variety of arts exposure at St. Agnes personally invites each student to a lifetime of appreciation for and participation in the arts.

5. Instructional Methods:

Learning about the different ways in which children learn and can demonstrate that learning has been energizing to St. Agnes teachers in recent years. However, available human resources remain essentially the same. The goal, therefore, has been to ensure high levels of achievement for all students through the creative use of limited human resources, supplemented by the use of technology.

St. Agnes has two Special Needs Coordinators who provide in-class support and work with students on a pullout basis. They serve as consultants to teachers, facilitate strong school to home connections, and help with individualized instruction and assessment. Teaching assistants provide full-time support at the primary level, allowing for flexible groups that provide skills practice and challenge. Intermediate teachers share assistants so as to provide similar support.

Teachers use technology to design instruction that is open-ended and challenging. Class sets of laptops and iPads allow teachers to incorporate research and shared project work. Seventh grade students recently used Glogster, an online graphic blog, for a cross-curricular project in Social Studies and Spanish related to The Day of the Dead.

Technology has also facilitated individualized instruction in math skills. Terra Nova tests revealed that some students in a recent 8th grade class were lagging in basic math skills. A class was created for these students to work on self-paced online math skills. These students not only remediated deficient skills but mastered basic Algebra I skills as well. Other grade levels are now using self-paced programs with even stronger assessment and reporting capacities.

Providing appropriate challenge for gifted students has been a focus of recent school improvement plans. K-8 teachers regularly use pre-assessments to identify students who already demonstrate partial or complete mastery and need help in moving toward broader or deeper objectives. Robotics teams and computer animation classes have been formed to provide challenges in STEM areas. Teachers are preparing students for both regional and national competitions in various academic areas.

St. Agnes teachers recognize the need to evaluate mastery in different ways. They use oral testing if this provides more precise assessment; they create alternative written tests to match particular spatial needs. Responding to differentiated needs has made collaboration a way of life among St. Agnes teachers, whether in helping each other to learn new technology skills or in evaluating ways to teach and assess that bring about growth in all students. The great variety of approaches and techniques, however, has one common objective: increased achievement for all students.

6. Professional Development:

St. Agnes school goals are based upon student achievement data. Professional development decisions for staff members are made in alignment with school goals, recognizing that effective professional development results in increased student achievement. Administrators expect teachers to take ownership of their professional responsibility to work toward school goals; the principal also works with each teacher to choose appropriate individual goals. Each teacher chooses professional development sessions at the Archdiocesan Summer Institute and at other local and national opportunities throughout the year based upon school and individual goals. This past summer, all teachers were asked to choose sessions that related to Common Core goals, utilizing educational technology, and addressing learning differences. These common foci provide starting points for monthly meetings of professional learning communities.

St. Agnes teachers are encouraged to initiate and lead professional development. The St. Agnes librarian facilitated two sessions for last summer's Archdiocesan Institute centered on the Common Core. She also invited St. Agnes teachers to informally gather three times during the summer to collaboratively explore ways to strengthen their teaching of skills related to reading expository text. The enthusiastic response of St. Agnes teachers was indicative of their commitment to ongoing professional growth. One outcome of these sessions was that content area teachers recognized their responsibility to be full partners with reading teachers in teaching these skills; teachers have continued to work together on this initiative throughout the year.

With the large-scale introduction of iPads this year, the iPad coordinator organized group participation in relevant webinars. She also scheduled Tech Wednesdays to introduce new apps and technologies that could support the curriculum. On a recent Tech Wednesday, several eighth graders were recruited to be “teachers.” They helped faculty members, who already saw the curricular potential of iMovie, learn how to manipulate and use the program.

The impact of recent professional development on instruction and student achievement has been clearly evident. After multiple years of working on differentiation, teachers are very comfortable in matching their instruction and assessment to student needs. Because of their attendance each year at sessions related to new technologies, St. Agnes teachers continue to find devices and programs that more fully engage students in higher order thinking and other critical 21st century skills. The St. Agnes Professional Development program includes learning from peers, from experts, and even from students and continues to energize teachers with research-based approaches to increasing student achievement. Teachers are the lifelong learners they consistently challenge their students to become.

7. School Leadership

Leadership at St. Agnes School is collaborative at all levels. The pastor is legally responsible for the parish school, but defers to the principal and School Board in all administrative and educational decisions. Although the Board’s official capacity is advisory, it plays a significant role in budgeting and planning processes for the school. Members provide expert advice and counsel to the principal. The PTO Board (Parent-Teacher Organization) also plays an important leadership role, working with the principal to provide human and financial resources for initiatives that benefit students and teachers.

The principal and full-time assistant principal oversee a two-tiered learning community, one among faculty members and another involving teachers and students. Each year a different person serves as chair of the Primary, Intermediate, and Middle School levels. The chairs meet every Monday with the principal and assistant principal. All teachers participate in faculty study groups that explore instructional topics and practices and then make recommendations to the entire faculty.

The principal reviews lesson plans each week to understand how teachers are implementing instruction and working to meet diverse student needs. She writes a note on each plan, providing both encouragement and suggestions. This lesson plan review allows her to be aware of new approaches and to invite faculty members to share these during faculty meetings. Teachers work with the principal to choose individual professional growth goals each year; these goals become part of post-observation discussions and the final appraisal.

The assistant principal coordinates planning for new academic initiatives, such as a different approach to the teaching of primary mathematics and the introduction of one-to-one technology for seventh and eighth graders. Other important members of the Administrative team are the School Counselor and two Special Needs Coordinators who focus on how particular social, emotional, and academic needs impact student learning. With the introduction this year of the one-to-one technology, one teacher’s responsibilities were reconfigured; she assumed responsibility for implementation and management of this initiative.

Student performance and school effectiveness will continue to be areas of strength at St. Agnes because leadership remains committed to collaborating with all stakeholders to advance the mission and vision of the school. There is great awareness of the century-long tradition of educational excellence at St. Agnes and a strong commitment to adapt leadership models, as needed, to maintain that tradition.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$5238
1	\$5238
2	\$5238
3	\$5238
4	\$5238
5	\$5238
6	\$5238
7	\$5238
8	\$5238
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$5333
(School budget divided by enrollment)
5. What is the average financial aid per student? \$161
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 3%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 15%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>McGraw Hill CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	652	660	651	655	655
Number of students tested	47	48	50	49	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	677	680	680	699	678
Number of students tested	50	46	49	45	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	715	729	713	713	703
Number of students tested	50	48	50	46	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>McGraw Hill CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	653	668	658	658	660
Number of students tested	47	48	50	49	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	680	674	676	693	674
Number of students tested	50	46	49	45	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova 3</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2010</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	700	711	696	701	699
Number of students tested	50	48	50	46	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: